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ABSTRACT

The document was an evaluation of the Rough Rock Demonstration School (RRDS), a contracted school with the Bureau of Indian Affairs (BIA), located on the Navajo Indian Reservation. The evaluation categories for the 1971-72 school year were: (1) student data; (2) program data; (3) staffing; (4) materials; (5) plants; and (6) community support and involvement. Each category had a summary with recommendations--e.g., under student and program data there appears to be misunderstanding of the role and functions of RRDS in relation to the BIA. RRDS looks on itself as an experimental-demonstration school. The BIA looks upon it as a conventional Navajo boarding school. It was recommended that a top level meeting between all parties principal to the venture be called to resolve this. Also included are (1) annotated evaluation references; and (2) appendices--summary of faculty self-evaluation statements and semi-annual evaluation of the multicultural teacher education center. (FF)

ED 082903

Research and Evaluation Report No. 7



EVALUATION REPORT
of
ROUGH ROCK DEMONSTRATION SCHOOL
School Year 1971-72

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EVALUATION REPORT ON CONTRACTED SCHOOL OPERATIONS

NAME OF SCHOOL: Rough Rock Demonstration School

AREA OFFICE: Navajo

CONTRACT NUMBER: K51C14200592

CONTRACT DATES: FY 1972

DATE OF EVALUATION SITE VISIT: May 17-18, 1972

EVALUATION TEAM OR INDIVIDUAL, NAME AND TITLE OF EACH: Tom R. Hopkins,
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Washington; John Collier, Jr., Rough Rock; Kathryn duMont, Albuquerque;
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NAME AND TITLE OF CONTRACT PROJECT OR PROGRAM DIRECTOR: _____
Mr. Dillon Platero, Director, Rough Rock Demonstration School

REPORT PREPARED BY DIVISION OF EVALUATION AND PROGRAM REVIEW, FIELD
SERVICES, OFFICE OF EDUCATION PROGRAM AND SUBMITTED TO THE CONTRACT
OFFICER, DIVISION OF ADMINISTRATIVE SERVICES, WASHINGTON, D. C.

DATE OF TRANSMITTAL: August 4, 1972

ROUGH ROCK EVALUATION TRIP

On May 17 and 18, an evaluation visit was made to Rough Rock School to fulfill the evaluation requirement set forth in the contract with Rough Rock. Accompanying Tom Hopkins, who served as the Contracting Officer's Representative for the Bureau's Division of Contracting Services, were Evelyn Bauer, Evaluation Division, Washington; Louise Bonnell, Navajo Area; and Kathryn duMont, Evaluation Office, Albuquerque. Representing the Contractor were Dillon Platero and Henry Schmidt of the Rough Rock staff and John Collier, Jr., who has been working on a film evaluation of the school.¹

The morning of May 17 was spent conferring with the Rough Rock staff. The remainder of the day and the morning of May 18 were used for observing the Rough Rock program. Mrs. Bauer visited the Day Care Center, Pre-school, and classrooms through Phase II (i.e., students through age 7). Dr. Hopkins, Mrs. Bonnell, and Mrs. duMont visited the new Rough Rock High School program. The afternoon of May 18 was spent in further meetings with the Rough Rock staff to discuss the observations of the visiting team.

In reporting on this visit, the following evaluation categories will be used: (a) student data (b) program data (c) staffing (d) materials (e) plant and (f) community support and involvement.

¹John Wood Collier, "Accomplishments of the Rough Rock School" (see appendix).

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It should be pointed out, however, that because of a de-emphasis on achievement testing and difficulty in ascertaining enrollment and ADA, Student and Program Data will be somewhat scant. This has been one of the major stumbling blocks of the numerous past evaluations of Rough Rock--this, plus what Rough Rock considers the outsider's inability to appraise "the real image, functions and accomplishments of this community school".²

This makes, of course, for a knotty problem. Each outside evaluation, including the careful study of Donald Erickson, has been countered with the outsider's, the non-Navajo's lack of perceptiveness in looking at Rough Rock. This means, then, that only those who are there and involved are competent to evaluate. However, one of the pre-requisites for an objective evaluation has always been that it consist, at least partially, of people who are not immediately and emotionally involved and therefore able to approach objectivity in their appraisal. The conclusion, based on the closed circle of Rough Rock's reasoning, seems to be that no evaluation is possible.

One has the feeling that Rough Rock, based on its reaction to previous evaluation teams and a perusal of correspondence between Rough Rock, the Navajo Area Office and Washington, has regarded "outsiders" as a potential threat to the school's existence rather than a source of help. This is probably not all together paranoic on Rough Rock's part. A departure from conventional practice usually does arouse the

²Ibid.

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anxieties of those who failed to do it first and the early days of Rough Rock were very likely marked by outside resistance. However, there has been a marked change in Indian education since the inception of Rough Rock. The move toward Indian management of their schools, the plans for 11 tribally-operated schools for this fall, and the projection of at least 50 percent of the present BIA school facilities being under tribal management by 1976³, means that the BIA can now look to Rough Rock, the first Indian-managed school in the country, as an experienced leader and a needed consultant in the management of schools and their operation by the tribe.

Dillon Platero, Director for Rough Rock Demonstration School for the past three years is an invaluable resource in the areas of community control and bilingualism and biculturalism in Indian education. He has just received a special award from the National Education Association's Center for Human Relations, for creative leadership in resolving school issues.

There is no question that Rough Rock will continue to exist. An evaluation team should not be considered a threat to continuation, but rather a source of help. This was the spirit in which Dr. Hopkins and others on the team approached the Rough Rock visit, and it is in this spirit that the following observations and recommendations are offered.

³James E. Hawkins, "The Ace Program".

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STUDENT AND PROGRAM DATA:

It is important to understand that one major thrust of the Rough Rock Demonstration School is to formalize Navajo cultural content for schooling purposes. By all standards, this is an enormous undertaking. American schooling has, since its inception, been based on the culture of the Greek City States and Western Europe. Rough Rock is just beginning its program to make Navajo Culture the basis of schooling for Navajo pupils. An understanding of the magnitude of this challenge is necessary to a fair assessment.

Rough Rock has taken an official position against using conventional achievement tests in their evaluation program since the goals which they have set for themselves are not measurable by these tests. These goals are rooted deeply in Navajo life ways and only secondarily related to non-Navajo achievement values. Since this is a totally new concept, it stands to reason that the schools concept of excellence is only beginning to emerge. It is suggested that Rough Rock School place a high priority on developing this concept. In the opinion of the evaluation team, this is an important need.

There appears to be misunderstanding of the role and functions of Rough Rock in relationship to the BIA. Rough Rock looks on itself as an experimental-demonstration school. The Bureau looks upon it as a conventional Navajo Boarding School. This needs to be clarified.

The net result of this condition is debilitating to the Rough Rock endeavor. It also creates unnecessary institutional and staff insecurities on the part of both Rough Rock and the BIA. Rough Rock

spends a lot of its time seeking funds for survival; the BIA spends a lot of its time reviewing the activities of Rough Rock. While some of both of the activities are necessary for Rough Rock and for the BIA, they seem disproportionate. It is strongly recommended that a top level meeting between all parties principal to the Rough Rock venture be called to resolve this condition. This would probably involve the BIA at the Area and Washington level, the Tribal Department of Education, and Rough Rock staff and School Board Members. This should be accomplished as soon as possible so that this ambiguous condition is not a part of the next contract.

One cannot help but admire the total effort and concept that are so basic to Rough Rock. While it has shortcomings, its strengths and contributions far outweigh them. It should also be noted that Rough Rock is aware of its shortcomings and is working on them.

There is a general openness at the school with no attempt to hide anything or to withhold information. The feel is that of an especially constructive school environment.

Overall school goals and objectives were asked for and an up-to-date version is being submitted to the BIA. As mentioned above, there were many specific objectives available for content areas.

Rough Rock has made a major contribution relative to curriculum materials and Navajo Language Arts. This material is used in other Navajo bilingual programs. This is a realization of the "demonstration" aspect of their function.

The contract calls for special requirements on the part of Rough Rock. These were met in all instances. Specifically, Section 108c, page four calls for the development of special evaluation instrumentation relative to their program. This was being done. Section 103 pertains to enrollment data. According to school records, the numbers specified in the contract are held to at the school. Section 105 pertains to the length of school year and day. Rough Rock will have 180 days teaching with five clock hours for kindergarten and six and one-half hours for all other grades.

Time is a factor in the evaluation of the Rough Rock Program as the school has been in existence long enough now for it to begin to produce program results. Programs, which seem mature are the Navajo Language Arts and the community aspect of the school. In time, other components of the school will reach maturity and should be reviewed for purposes of improvement and dissemination.

Special note should be made of the evaluation comments submitted to the Rough Rock Director by his staff.⁴ These are candid and frank in every instance. The Director took them seriously and was setting about to respond to them. The school has a very creative science building for the elementary school. However, it was not being used in an adequate manner. Thus, a general weakness in the science program was evident. This situation was called to the attention of the

⁴"Evaluation of Elementary Education Department", Rough Rock staff.

evaluation team by Rough Rock personnel. Work is underway to correct the situation and to improve the elementary science program.

The school has done a great deal of evaluation during the School Year 1971-72. They have a criterion referenced evaluation system that is very adequate for their purposes.⁵ Staff members have spent considerable time in in-service training developing viable educational objectives. The Secondary Mathematics program is furthest along and has produced data based on student achievement of specific educational objectives. The Bilingual Program is in the process of writing detailed instructional objectives. The most exciting development however, is work in progress under the Direction of John Collier, Jr. The goal of this work is to determine identifiable and measurable behavior in the affective domain.⁶

STAFFING:

A staffing pattern for the school is given on the bulletin board as you enter the building. This pattern reflects that approximately 16 individuals could report directly to the Director's Office. By all management recommendations, this will be far too many. It is recommended that Rough Rock revise its organizational structure so that no more than from three to five individuals report directly to the Director's Office.

⁵Robby Leighton, "Rough Rock Student Progressive Achievement Inventory: A Group and Individualized Educational Programs Accountability System Rationale". (Preliminary Draft)

⁶Collier, Ibid.

Reducing the number of individuals reporting to the Director would improve communication and strengthen the overall school activities. Incidentally, such an arrangement does in no way prohibit the Director from talking to any and all of his staff whenever he pleases. It merely means that decisions relative to the management of the school would be handled by fewer people who would have delegated responsibilities.

Rough Rock has instituted on an experimental basis, a work week for personnel that involves four days of teaching and one full day of inservice training. They have formalized a training program for their paraprofessionals, all of whom are Navajo, that leads to a Baccalaureate Degree in Teacher Education. This summer, 22 aides are receiving eight semester hours of training. During the regular school year, 12 hours will be earned each semester, making a total of 32 credits for the year. This training is being given through Rough Rock's new Teacher Education Center. Begun in January of this year, the Center is under the direction of Dr. Henry Schmidt and seven members of the Rough Rock staff, most of whom have taught at colleges and universities. Additional teaching staff are from the University of New Mexico faculty. UNM also supplies the academic credits for those in the Center's program.

Rough Rock regards its new Teacher Education Center as vitally important both as a source of Navajo teachers and as potential model which can be replicated by other tribally-operated schools. According to the Director, a good deal of interest in the Center has been shown by other Navajo communities on the Navajo and in other areas such as Neah Bay in Washington State.

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The Center's Director, Henry Schmidt, has his Ed.D., from Ohio State and was engaged in Teacher Training at Virginia Polytechnic Institute before coming to Rough Rock.

The Center has received \$31,000 in funding from the BIA this year. Rough Rock feels strongly about the continuation of this program and considers it a prime means of upgrading instruction in tribally-operated schools.

The Evaluating Team agrees that the Center has important potential and feels that in another year or two, it should receive summative evaluation coincident to dissemination.

Rough Rock has its fair share of school problems that are associated with rural-cross-cultural education. They have a higher-than-normal teacher turnover, as isolation factor, and miscellaneous problems related thereto.

The recent experiences of the Division of Evaluation and Program Review have reflected a need that is general to contracted school operations. The Bureau of Indian Affairs needs to develop enabling regulations and/or legislation which provides an equitable transfer of education authorities and benefits to tribal groups. This includes such items as retirement, health insurance, unemployment benefits, transportation and moving for newly hired, etc. In the opinion of Dr. Hopkins, the Government should guarantee to Indian Tribes who want to manage their schools, a program of employee benefits equal to that of the Federal Government. It is good to note that the Bureau of

Indian Affairs is working on this problem and should provide some viable assistance to tribes in the very near future.

MATERIALS:

The Rough Rock Curriculum Center is an important part of its operation since it is a source of bilingual materials on Navajo History, Language and Culture, not only for Rough Rock but other Navajo schools (Federal and State) as well. Sales to other schools thus far have come to \$20,000. This past year, Navajo Community College purchased 100 Navajo History books.

This summer, the Center is working on materials for the Rough Rock Secondary Program, for which there is a pressing need.

PLANT:

Based on the record, Rough Rock has improved in the areas of plant maintenance during the fiscal year. Evaluation reports by Navajo Area Office personnel and by Rough Rock personnel reflected needed improvement. Improvements were realized in cooperation with BIA Plant Maintenance.

It was noted that Rough Rock employs State and BIA standards relative to their operation. This pertains to safety, school building codes, dining facilities, and so forth.

In general, the condition of school facilities is excellent. The evaluation record for the school year reflected a steady improvement. On the other hand, secondary facilities are inadequate. In relationship to this need, Rough Rock has done extensive school building planning

relative to their secondary education program. The educational specifications for secondary facilities contain a number of program ideas that go beyond high school. It is for this reason that the secondary school building specifications should be given a very thorough and serious reading.

COMMUNITY SUPPORT AND INVOLVEMENT:

The newest addition to the Rough Rock teaching sites is Kitsilie, where a summer program is now in operation with 95 students, ages three through 12 years. The program at the Kitsilie site will continue in the Fall when 60 children are anticipated.

The Kitsilie Community asked Rough Rock to build them a school. With admirable ingenuity, Rough Rock got trailers from an abandoned AEC site (for residences, classrooms, cafeteria, and services). On July 8, the US Marines will set up the Kitsilie site for Rough Rock, laying underground water lines, sewage disposal, and setting trailers in place and fixing the roads. The present summer program is operating with shade shelters.

Funds for Kitsilie have been obtained from Government and private sources and amount to \$100,000.

The second site away from the campus is Hasbah Charley. This program, which has been in operation for the last four years, is a summer program only.

In all of the summer programs (260 students in all, including the on-site Rough Rock Elementary and High School program), emphasis is on

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the language arts: Reading, Writing, and Oral Language in both Navajo and English.

With the experience that Rough Rock has behind them, after six years of experience, the school should be ready for long-range planning for the operation of Kitsilie and Hasbah Charley.

It is recommended that the school work out a five-year projection relative to the activities of these sites.

A very important part of community involvement has been Dine Biolta's summer program for teachers from BIA schools, public and mission schools as well as Rough Rock staff. Now in its third year, the program is funded by HEW's EPDA, this year at \$75,000.

Two programs are being held this summer, one at Crystal for the development of Navajo culture materials and a second at Tohatchi in Navajo linguistics. A total of 40 teachers will attend the two programs.

All of the materials developed during these summer teacher training programs are reproduced and distributed by the Rough Rock Curriculum Center.

The community aspect of the Rough Rock program, in the opinion of the evaluation team, is most mature and should be given a "summative" evaluation. The purpose of this evaluation would be primarily for descriptive purposes coincident to dissemination to other Indian communities. It is recommended that Rough Rock pursue summative evaluation of the community program with the Office of Education Programs of the Bureau of Indian Affairs.

Rough Rock activities encompass the North American Continent. That is, they have contacts and provide consultative services throughout the Nation. It is suggested that Rough Rock do some work to formalize a "network" of contacts throughout Indian America.

Rough Rock has many visitors on a daily, weekly, monthly, and annual basis. Visitors cost money, as the Bureau of Indian Affairs has learned in other experiences with different and innovative programs. It is suggested that this be discussed relative to the next contract.

In conclusion, the visiting team wishes to express sincere appreciation for the time and many courtesies extended to them by Mr. Platero and the entire staff of the Rough Rock Demonstration School. It was a pleasure working with them toward the common purpose of improving their school program.

Annotated Evaluation References

1. John Wood Collier, "Accomplishments and Evaluations of the Rough Rock School": A proposal to emphasize and evaluate the emotional and psychological welfare (affective domain) of the student, along with his achievement of intellectual fluency, creativity, effectual communication and problem solving, using such nonverbal techniques as film and video. Body posture, body signal, eye focus, facial signaling, use of space, and use of time provide the observable behaviors to be evaluated.
2. "The Educational Process of Rough Rock Community High School: A Program for Community and School". Bulletin is in print. An excellent description of the "first secondary school on the Navajo Reservation to be totally developed by Navajo People."
3. Summary of Faculty Self Evaluation Statements: (see Appendix A)
4. Robby Leighton, "Rough Rock Student Progressive Achievement Inventory: A Group and Individualized Programs Accountability System Rationale": A proposed progressive achievement inventory preliminary draft. No evaluation made except for some formative evaluation statements.
5. Dillon Platero, "Position Paper Concerning Schools Operated Under Contract Between Local Indian People and the Bureau of Indian Affairs", April 5, 1972. A paper which speaks to the strengths of contract schools as well as to their main problem areas.
6. "Proposal for a Multi-Cultural Teacher Education Center at Rough Rock Demonstration School", Bulletin in print. A description of the Multicultural Teacher Education Center program which started on January 3, 1971. Includes five subjective evaluation statements. (see Appendix B for Semiannual Evaluation)
7. Nancy Place "Evaluation of In-Service Training at Rough Rock". A program of in-service training for teachers each Thursday morning was discussed. As structured, it resulted in lack of consistency in the classroom, since the teacher aides were also out two mornings each week. Writer indicated modifications of this program.
8. "Revised Grouping List, School Year 1972-73". Incomplete.

SUMMARY OF FACULTY SELF EVALUATION STATEMENTS

It is customary at Rough Rock Demonstration School for our faculty to submit self evaluation statements twice a year: usually in December and again at the close of the academic year. Sheer volume precludes reproducing each teacher's statement in full, so a summary is presented here touching upon the high points of the elementary, secondary, and special faculties.

I. ELEMENTARY

There were thirteen elementary teachers heading the adult teaching teams in our classrooms from nursery school through grade five. The teacher of one of the older groups of children summarized pretty well the thoughts of all when she noted that:

What I have tried to do, and I feel I have succeeded in doing, is teaching my students their basic survival skills while at the same time trying to build their self images.

Another faculty member comments on the freedom to exercise professional competency at Rough Rock in her statement that:

This year I was often aware of the freedom and creativity allowed myself and the students in relation to

what goes on in many . . . schools.

Of significance is the aid provided our faculty by departments providing ancillary services. Such are especially appreciated in the area of curriculum development. Commending such aid was the comment that:

The Navajo Curriculum Center has done tremendously for the elementary department this year supplying orders requested by individual teachers.

Even so, lest one get a distorted opinion of living and teaching conditions at Rough Rock, it should be admitted that problems do arise and difficulties must be overcome. Two problem areas touched upon include the matter of supplies and supervision. Regarding the former, one teacher noted:

One of the main problems I faced was lack of materials for the classroom.

Concerning the latter, it was observed that:

The administration I think needs to come into the classroom more often to see what is actually being taught and listen to the problems we teachers have at times.

The tremendous responsibilities of a faculty member are present at Rough Rock too and do take their toll as is noted in the comments made by one faculty member who will

not be returning next year:

I give my full support of the Rough Rock dream, but must take a rest from the realities, the frustrations, and the mistakes of its growth.

It would appear that the feelings of most of the faculty were well summarized in the statements made by two of its members:

In conclusion I think we had a real successful year and I really enjoyed working with four year old children.

And: By the end of the year, most of them were working eagerly, taking a real interest. I had trouble keeping up with them. They were relaxed, happy, and had lost all interest in disruption.

II. SECONDARY

The secondary school faculty in general exuded an aura of confidence and optimism as noted in the comment:

Let me begin this paper by expressing a strong and permanent optimism concerning the future of our community high school. Great strides have been made this year in the collective areas of communication and general cooperation.

Pride was taken in specific accomplishments:

I have added three new courses to the industrial

curriculum. These subjects are drafting, power mechanics, and welding.

Of particular concern to the high school teachers was the inculcation and development of the ability of their students to accept greater freedom for their actions at school. One noted that:

The basic system we used (in the middle school with the sixth graders) was one which put few restrictions on the student but did give him a great number of responsibilities. All students were allowed to work at their own levels and speeds, rather than be continuously competing against one another at proficiency levels which were either too difficult or too simple.

Admitting mistakes and indicating a willingness to learn from them, another faculty member notes:

It is my feeling that some mistakes were made this year. I am sure that I gave the students too much freedom of choice in subject matter. I still feel that they should have this freedom, however, I also feel that they need to be led into it more slowly.

Finally it was noted that concomitant benefits

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are thought to have accrued in that: I believe a great deal has happened at the high school this year that cannot and will never be able to be evaluated. That, of course, revolved around the students' self confidence, self respect and their sense of responsibility.

III. SPECIALISTS

Providing their expertise in special areas of instruction, one noted his efforts to assist students in their general attitudes toward life and the total school environment:

Our efforts have been to help the students realize the importance of physical development. Through these efforts, we tried to establish their self expression, social interest, endurance, sportsmanship, attitudes and behaviors.

Finally a high school specialist noted that:

I have never seen a school where the personal rapport between the principal, teachers and students is better than here. On the whole the students view the teachers and principal as friends.

In such manner do the faculty members of both the elementary and secondary schools evaluate their own work at Rough Rock.

SEMIANNUAL EVALUATION OF THE
MULTICULTURAL TEACHER EDUCATION CENTER

Date of Initiation: January 1, 1972

Staff Members:

Henry Schmitt	Director
Ethelou Yazzie	Elementary Principal
Jacob Perea	High School Principal
Lorene M. Begay	Follow Through Director
John Schneider	Ford Intern
Liz Whiteman	Ford Intern
Betty Williams	Secretary

The Multicultural Teacher Education Center program opened many opportunities not only for the education department but for the community as well.

There are opportunities for a challenge and a change which other organizations have overlooked, such as the Career Opportunities Program and the Adult Education departments.

MTEC has already proven that teachers and aides can receive more educational benefits by working together, to find new approaches, new materials, and new organizations.

It is my educational belief that with MTEC we can build creative methods of instruction, continue to seek alternative approaches to learning experiences, build a stronger positive, dynamic staff/student/community relationship, and develop more effective extensive curricular materials.

Perhaps with MTEC programs we can design "something different" for those who are looking for a challenge, a change, and a chance to grow.

*Ethelou Yazzie
Elementary Principal*

DESCRIPTION AND NEED FOR THE PROGRAM

The preparation of young people for entrance into the educational profession involves two general kinds of experiences: (1) academic and theoretical background study, usually seen as an on-campus, formal activity; and (2) clinical experiences providing a combination of both practical and behavioral skill acquisition. Consequently, a Multicultural Teacher Education Center at Rough Rock Demonstration School shall be designed to bring together these areas of preparation in a realistic integration of theory and practice at the pre-service, in-service, and graduate levels.

Unquestionably, if there is a single paramount factor which determines success or failure in attempting to achieve the goal of educational excellence for Navajo children and youth, it is the critical role of the teacher. The classroom teacher, and supportive personnel who interact daily with Navajo children and youth are the central points upon which all other aspects of educational quality converge. Thus, the total pattern of requests and recommendations dealing with curriculum, administrative policies, procedures and organization, and students and parents contribute to the

effectiveness of the classroom teacher through increasing professional competence, personal confidence, and sustained effectiveness as reflected in the observed academic achievement of the Navajo children and youth.

The in-service teacher training program has been very helpful to me in that it has given me a chance to work on curriculum objectives for the classrooms. For two years now, I have been trying to set up some guidelines for the curriculum. I feel that this time away from the classroom also gives my aide a chance for some classroom responsibilities.

*Rena Talk
Kindergarten Teacher*

PHASES OF DEVELOPMENT

Three phases of development have been planned for the growth of the proposed Multicultural Teacher Education Center. The school would begin by working with the present staff at Rough Rock and the surrounding community. From this population a major part of the staff for the Center will be developed. These trained personnel with the help of cooperating universities (i. e. Wilmington College, the University of New Mexico, Arizona State University, and the Navajo Community College) will prepare and initiate a course of study leading to a degree, or an equivalent thereof. As the program staff gains skills and develops further materials, a department of higher learning will be

added. The development of the phases implies a gradual increase in the number and variety of students recruited. Also the time and variety of preparation offered would increase with each succeeding phase. The following is a brief breakdown of the planned development of the proposed center:

A. Phase I - Pre-service Education commencing January 1, 1972

The pre-service phase would be designed to prepare the following clientele groups: clerical aides, technical aides, bilingual teacher aides, and personnel to be involved in the Center's Program.

The objectives for pre-service teacher preparation are:

1. To identify the economic, social, religious, cultural and academic influences that shape human growth, development and learning of Navajo children, youth, and adults.
2. To identify "teaching styles" and approaches that are effective educational vehicles in working with Navajo children, youth, and adults.
3. To develop bilingual and bicultural materials incorporating the above information.
4. To select and train key staff members for Phases II and III.
5. To select the cooperating university staffs which will be involved in Phase II and Phase III.
6. To develop a Navajo language training program.

B. Phase II - In-service Education commencing January 1, 1972

In-service education should be an integrated sequence in a baccalaureate degree program or a non-credit certificate leading to a special citation. Such a program must be comprehensive enough to meet the needs of two groups: the first year bilingual teacher of Navajo students and those teachers who have already been actively involved in teaching these students. Quality activities should include: orientation seminars, in-service workshops in learning, development and evaluation; and educational processes and implementation practica.

The objectives of in-service teacher preparation are:

1. To prepare supportive and degree staff in the field of Native American education.
2. To prepare teachers and supportive personnel in effective bilingual teaching methodology.
3. To prepare teachers and supportive personnel to work and to develop community controlled schools.
4. To introduce Navajo leaders to education, its goals and its methods, and its outcomes.

C. Phase III - Graduate or "Externship" Program commencing June 1, 1972

The Multicultural Teacher Education Center at Rough Rock Demonstration School shall provide an integrated sequence on either a Master's Degree program or a non-credit certificate

leading to a special citation by demonstration of the teacher's ability to raise the academic achievement of his Navajo students and contributions toward the professional growth of his peers.

The essential component parts of this program would include:

1. Extension of quality learning experiences fostered during professional internship.
2. Increased skills in educational pedagogy.
3. Introduction to basic theories and concepts of the psychology of learning; human development; and educational procedures for accountability.
4. Provide the educational framework in which psychological, sociological and behavioral experiences are brought into the context of the school program and individual laboratory.

The Multicultural Teacher Education Center at Rough Rock Demonstration School is planned to cover a period that would run from a condensed, intensive, four and one-half years to what might become an enriched five and one-half years, and would lead to either a full professional certification or a non-certificated citation. This time table would be as follows:

1. Upper level academic program conducted by said universities for student interning e. g. contractual agreement between Rough Rock Demonstration School and the universities involved.

2. Internship program for one year, half-time responsibility preferred, accompanied by community and professional study.
3. The awarding of the degree of Master of Teaching and/or non-certificated citation.
 - a. Instructional specialist
 - b. Professional teacher
 - c. Associate bilingual teacher
 - d. Assistant bilingual teacher
 - e. Bilingual teacher aide
 - f. Professional bilingual intern
 - g. Clerical aide
4. Two year residency as an employed beginning teacher.
5. Awarding of full professional certification and salary as a professional teacher.

I feel that this teacher training program will be a great help to this community. We the trainees are lucky that we don't have to go away to school to get our training. I think this is the best way to train a teacher is to do it right on the job. You can get far more and better experiences doing it than just learning and reading about it.

The trainees can get things done at home and don't have to worry about things that need to be done. They can work and train at the same time and keep in touch with home.

We can teach our children better than hiring other teachers from other places. So we won't have to jump on somebody for not teaching our children, while we'll be doing it ourselves.

Then we can get better pay and with a job we like doing. Overall it's going to be a great help.

*Fred Bia
Bilingual Teacher Aide*

SUPPORTIVE SERVICES

The Rough Rock Demonstration School will provide the following in support of the proposed Multicultural Teacher Education Center: two full time staff members, office complex, and a resource facility necessary for the staff, facility and supportive personnel, and a day care center for families of the aforementioned personnel.

EVALUATION

The general evaluation of the Multicultural Teacher Education Center at Rough Rock Demonstration School will involve the following procedures: questionnaires and interviews of staff, teachers and students; pre and post attitude and ability tests for staff, teachers, and students; teacher definitions of their roles in relation to students, fellow staff members and the community; and finally, evaluation will be based on both subjective and objective behavior changes. During the three phases of program development these above procedures will be applied to the appropriate objectives, methods of implementing these objectives, and evaluation of their effectiveness.

An on-going evaluation of process and product will be conducted. Process evaluation will involve a day by

day examination of what the program is accomplishing. This will include interaction analysis, project initiation and completion, and staff performance in relation to objectives. For example, product evaluation will examine the graduate, the final outcome of the process and skill development and language acquisition. The final criteria for success will be the actual job performance of the graduate. Both project developed and commercial evaluative materials will be used as deemed appropriate. Follow up studies and records will provide a basis for a comprehensive term evaluation.

The organization of the Multicultural Teacher Education Center is such that it should bring together both educational areas of Rough Rock Demonstration School. To some extent, it has accomplished this this year.

Because this is the first year, the problems that normally plague an organization have been found here. However, I feel that great efforts have been made to correct them. One area that has been a problem and that has received considerable attention has been communications. As in any organization of any size, one can always find non-communication a top priority for correction. The failing begins at the top, administration and filters its way down. At the Multicultural Teacher Education Center, the director has spent a great deal of effort in making sure this defect would not cause undue harm. His success has been great. It is rare when aides or staff do not know of coming events.

Another area has been staff in-service. Here the greatest factor has been time available for consultation. Again, great effort has been expended, and there has been some success. There will be greater success when the organization of the Multicultural Teacher Education Center

is completed. It is also felt that cooperation has not been at its best. This is a problem which is not easy to attack, primarily because it entails personalities. This will have to be solved internally.

As for aide training, it seems as if here is where the strength lies. Feedback from the aides has never been negative. If anything, many of the aides feel as if there should be more time allowed for their classes.

The problems are there, however, they are being identified and a concerted effort made at correction. I feel that the opportunity offered, especially to our aides, is immeasurable.

Jacob Perca
High School Principal

ACCOMPLISHMENTS TO DATE

Since the inception of the Multicultural Teacher Education Center on January 3, 1972, the following logistical and professional activities have been either implemented or accomplished:

1. A four day teaching week with the fifth day spent in either pre-service or in-service teacher preparation.
2. The development of concurrent mathematical behavioral objectives from grade K through Phase V-5 (equivalent to tenth grade).
3. The development of behavioral objectives, methods of teaching the objectives, and evaluation of the objectives, within each subject matter area, i. e. science, math, Navajo language and culture, language arts and English as a second language.
4. The initiation of a professional career ladder for all teaching personnel in the Rough Rock School system based upon displayed competence, experience, and contributions to the educational profession.

5. Joint accreditation between the Rough Rock School system and the University of New Mexico, Northern Arizona University, and Wilmington College, Ohio, leading to either a Master's Degree program or a non-credit certification of special merit.
6. The implementation of two basic courses for the Bilingual Teacher Aides:

6.1 Navajo Language and Culture

Reading, writing and oral communications.

Individualized instruction with medicine men and other community people.

Basket weaving, bead work, sash belts, rug weaving, and story telling.

6.2 Effective Methods of Teaching Navajo Children

Concepts of teaching and learning.

Characteristics of effective teaching: a student's perspective; a parent's perspective; and a teacher's perspective.

Exploring possible methods in teaching Navajo students.

Factors to consider in selecting methods and approaches

Developing objectives in teaching.

Motivating Navajo students.

7. A planned intensive six week pre-service teacher education program including the following topical areas:

Early Bilingual and Bicultural Child Development

Effective Bilingual and Bicultural Teaching-Learning Methods via Micro-Teaching

Navajo Culture, Language, Music, Arts and Crafts

Preparation of Bilingual and Bicultural Teaching Materials and Visual Aids

Native Plants and Preparation of Navajo foods

Individualized field experiences and studies

University visitation

Cooperating participants include: Bilingual Teacher Aides, Rough Rock Community People, University Consultants, and Multicultural Teacher Education Center Staff members

8. Contractual agreement for teacher accreditation between the University of New Mexico and the Multicultural Teacher Education Center.

Eight semester hours of credit will be awarded for the six week pre-service summer program.

Twelve semester hours of credit will be awarded for each subsequent semester of pre-service activities.

The MTEC at Rough Rock is in its infant stages, yet to the classroom teacher, it has provided positive direction in several areas.

Curriculum development is usually left to a publisher or a professional development corporation. Rough Rock has bridged the gap between the outside world and the Navajo community by transporting projects usually left to outsiders and creating an "in house" curriculum. Will it be relevant? Yes, because it will depend on the people (Dine) themselves to decide what their school should offer. The People will be participating in the writing of curriculum.

Teachers will no longer have to depend on materials for which they lack total support (how many of us have looked at a text and wished to frame a few chapters and chuck the rest?) The emphasis the MTEC is placing in curriculum development at Rough Rock is now being reflected in the

progress of the students: they see the concern being shown them.

Training of Navajos to take over the process of Navajo education is a crucial step towards the enrichment of Rough Rock and the Navajo way of life. Here is a truly bilingual approach to education which relates to the students' immediate needs. As some see it, the need in Navajo education is to bring in trained Navajos who will provide the role models which the Kennedy's or Nixon's provide for most of middle class America.

Because the MTEC is in its infancy, its third major asset to the classroom teacher lies in its potential. If the leadership which has been demonstrated follows up on other anticipated projects (holding library of materials, a center to keep teachers up to date, a media center, a producer of materials, et al.), the children at Rough Rock will reap rewards a hundredfold.

Thomas P. Flannery
High School Teacher

AREAS NEEDING IMPROVEMENT

1. Concurrent released time for both the elementary and secondary bilingual teacher aides.
2. Better coordination and cooperation between the Multicultural Teacher Education Center's staff and the high school faculty regarding in-service educational activities.
3. Remolding of a centralized facility to hold both pre-service and in-service education; and area designed for teacher projects; and a resource center for educational inquiry.
4. The procurement of an Assistant Director.
5. Adequate funding to insure the continued implementation of the teacher preparation program.